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The Use of Picture-KWL Technique in Improving Students' Reading Comprehension: A Cooperative Learning Approach

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Abstract

The objective of this research was to find out whether the use of Picture-KWL technique in improving students' reading comprehension: a cooperative learning approach could improve the reading comprehension and the interest of the students in reading. The design of this research is quasi experimental which the experimental group would be employed treatment Picture-KWL in cooperative learning approach while the control group would be employed treatment using conventional techniques by the researcher. This research employed quantitative and qualitative method and the instruments were pre-test, post-test, observation and questionnaire. The population of this research was the first-grade students of SMA Muhammadiyah 1 Jakarta in academic 2017/2018 year. To achieve this aim, the researcher got the sample by using cluster random sampling technique. The findings indicated that the experimental class scored higher on the reading comprehension in post-test than their peers did in the control class. The researcher concluded that the technique was successful in improving the reading comprehension performance and recommended that the technique should be integrated into the English Syllabus specially in teaching reading comprehension. Moreover, based on the students' respond on questionnaire, it showed that the students' interest were categorized as interested and also observation showed that the students' progress were excellent in the classroom during learning progress

Keywords: Index Terms, Conventional Technique, Picture-KWL, reading comprehension

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1. Introduction

Nowadays, reading is one of the important aspects in learning English, which is applied in elementary levels until university levels of education. Therefore, reading is a very important skill in learning for the students when they are undergoing their education. In most of foreign language teaching environments, reading attracts more attention than other skill because through reading, the students could improve the other skill such as speaking, listening and writing. In fact, it is believed that reading is the most important skill among other ones. First, reading is important as it eases the learning of other skills. In other words, if we learn reading and start reading texts in second language, writing will become easier for us too. Second, reading is essential as the fundamental aim of learners.

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Many learners try to learn second language by reading texts. It is very disappointing if they do not understand what they are reading. Third, as Nunan (2006) indicated, unlike speaking, reading is not a task that everyone learns how to do. So learning this skill needs a huge amount of money, time, and efforts (Nunan, 2006). Reading comprehension is not something just to know the meaning of words; in fact, students should learn how to comprehend a text. Through reading, students get much knowledge. Example new words comprehend ideas, study how word is used, how to implement the grammatical rules, and study many references which are in English, homely brochure, newspaper, magazine, article, and test book. Then, reading is one of the very essential skills in our life, because through reading we get a lot of information that will enable us to enlarge our knowledge. Reading comprehension plays a significant role in educational success. In spite of its importance, students still have difficulties in understanding texts. Rahman (2018) in practicing, many Indonesian students experience challenges with reading literary works written in English. One solution to the problem of poor reading comprehension is the learning of reading strategies.

As a matter of fact, many students neither get joy nor continue reading when they read text. Generally, the problems faced by the students in reading are caused by some reason, that is; students just read their English text without comprehending the content, next, their habit and interest of reading are very low, they are difficult to understand the reading text, and they did not have sufficient reading skill to understand text given. Furthermore, other problem of the students in reading comprehension that it has been shown which most of the students always got bored in reading comprehension because the technique was not able to make the students comfortable in reading activity. This is such big obstacles for the teacher to teach reading in the classroom because less motivation of the students in reading has given bad effect to the students in reading skill. This is also what happen to students of SMA Muhammadiyah 1 Jakarta. Based on the preliminary study that has done at SMA Muhammadiyah 1 Jakarta, where the researcher found some information from the English teacher. As result of, the preliminary research was gotten the data by the researcher that students were still poor in comprehending a reading text. They were difficult to understand the reading text and they did not have a sufficient reading skill to understand the entire text given. To conclude that the researcher got the students reading comprehension of the first grade students of SMA Muhammadiyah 1 Jakarta have low comprehension in reading. Accordingly, that is one of the reasons for the researcher to conduct the research at SMA Muhammadiyah 1 Jakarta.

In addition, other problems come from the teacher who applies traditional technique in teaching reading; then, the students will get uncreative in the classroom. As we know using traditional technique which is teacher as center of knowledge in teaching process make the students bored in learning activity. As a matter of fact, the students are not able to improve their skill especially in reading. To conclude that, if the technique is one of determination in learning and teaching in the classroom, the teacher has to update the modern technique what the students want and need.

English teacher should take some considerations to use any techniques to be applied in the classroom. One of delightful technique that can be used In teaching reading, it is Picture- KWL. By using media Picture, Picture- KWL technique is one of the modern techniques. It is the newest technique that is found in this research by the researcher. Hopefully, the technique could resolve the students' problem in reading comprehension. This study proposes a technique of reading namely Picture-KWL (Know, Want, Learn)

technique that is a technique in reading a book, where the book consists of title, chapter, and usually picture or graphs. This technique can also be applied in teaching reading materials in school where the material is not book but short reading, narrative text. Concerning to explanation above, the researcher focuses her attention and interest to make a research under the title "The Use of Picture-KWL (Know, Want, Learn) Technique in Improving Students' Reading Comprehension: A Cooperative Learning Approach. Finally, taking this treatment into a publication step helps them to organize the information and write it for presentation to others. This strengthens in their learning of the information, involves them in doing what good readers do, and teaches them about their own reading processes.

Likewise, making the technique more interesting for the students need creativity by the teacher ;consequently, the researcher would apply the technique in cooperative learning which is a learning approach asking student works in pairs or in groups by turns and condense the part of the material which is studied. Within, cooperative activities individuals seek outcomes that are beneficial to all other groups' member. Cooperative learning is the instructional use of small groups that allows students to work together to maximize their own and each other as they are learning, this approach is suitable to work in with Picture-KWL technique to enhance students in reading comprehension where those technique completed each other, one of them provide the chart question of the students when the read the text and one other ask students to study together with their friend in group, after that they would present their result of their discussion. Both of the technique would be giving big contribution to the students in reading comprehension, especially they are bundle becoming one treatment. As Rahman et al (2017) indicated that cooperative learning could encourage students' learning interest and motivation, cultivate their exploring ability and creative thinking. Therefore, cooperative learning gives contribution to the students' not only social relation but also in students' experience, knowledge.

Accordingly, the researcher would apply Picture-KWL technique in cooperative learning approach to enhance the students reading comprehension at the first grade of SMA Muhammadiyah 1 Jakarta. Hopefully, that the technique could give a positive impact on students' interest in studying English as well as in enhancing reading comprehension, it could be as alternative technique in reading teaching. Therefore, the purpose of this research as to find out whether the use of Picture-KWL Technique in cooperative learning approach- based technique enhances the reading comprehension and the student's interest in studying English reading.

2. Method

This chapter describes the methodology what the researcher implemented to conduct this study. This research methodology includes details of research design, the instrument of the research, technique of sampling, procedure of the research, and technique of analyzing data.

2.1. Research Design

The design of this research is quasi experimental which the experimental group was employed treatment Picture-KWL in cooperative learning approach while the control group was employed treatment using conventional techniques by the researcher. Both of groups were given pretest and posttest where the test was such as reading and answer the questions. Meanwhile, the comparison between pretest and post test score depend on the success of the treatment. The design is formulated as the following tables:

Class	Pretest	Treatment	Posttest
E	O_1	X_1	O_2
C	O_1		O_2

Notation:

E = Experimental class X = Treatment

C = Control class

O_1 = Pre- test

O_2 = Post- test

(Suryabrata, 2010)

2.2. Research Instrument

The research instruments were pre-test and post-test, questionnaire and observation for collecting the data in this research. Based on their reading, they had been finishing the test. First, pre-test and post-test were administered before and after the treatment that had already implemented to the students. The kind of test was multiple choices which were 10 item questions related to the story. The function of Reading test is to know the students' achievement in reading comprehension. Second, Questionnaire test was administered after the treatment that had already implemented. The questionnaire applied in experimental group the end of the treatment. It is made to know the students' belief toward participating in learning process. The questionnaire consists of 10 items developed into 5 point respond scales; that is, "strongly agree", "agree", "Undecided", "disagree", and "strongly disagree". Next step, the third is observation which analysed the students' activity and progress in the classroom. Consequently, the observation applied in experimental group during the treatment applying.

2.3. Techniques of Sampling

This study was conducted at SMA Muhammadiyah 1 Jakarta located somewhere in Jakarta land of DKI Jakarta Province Academic Year 2018/2019. The technique of taking the sample of this research was cluster random sampling which means two classes from the six classes taking as the sample X_1 until X_6 . X_1 was treated as the experimental group and X_2 was treated as control group. The Number of population was 150; consequently, the total number of sample was 50 students from two classes. The researcher appeared 8 meetings for both experimental and control group. This number of sessions was considered sufficient to validate the findings.

2.4. Technique of Data Analysis

For data analyzing, it was used Quantitative Data and Qualitative Descriptive Analysis. These quantitative data was analyzed in descriptive statistic, such as the indicator of students' achievement in reading and the qualitative data was analyzed such as information of the students during the process which gave the description of the students' comprehension in one subject, behavior of the student, and the activity of the students, attention, enthusiasm in learning process, and motivation. There were steps that were applied in analyzing the data; that was, observation and discussion between the researcher and collaborator from reflecting the result of the research. The steps in analyzing the data were scoring the students' correct answer in pre-test and post-test

using the formula (Depdiknas, 2005 in Rahim, 2016) that is classifying the students' score of the students' achievement in reading comprehension. It implemented into five criteria that is very good, good, fair, poor and very poor. Next, calculating the mean score, standard deviation, frequency and significance of table of students' pre-test and post-test were using SPSS version 16. In addition, the classification of the students' perception that was shown by questionnaire, it was as follow 5 Likert Scales (Sugiyono, 2008:135) that is strongly agree, agree, undecided, disagree and strongly disagree. Finally, the analysis of observation data of the students' activity during the teaching learning process was analyzed by using formula:

$$PTa = \frac{\sum Ta}{\sum T} \times 100$$

Where:

PTa = the percentage of the students' activity to do an activity.

$\sum Ta$ = the amount of the kinds activity, done by the students each meeting

$\sum T$ = the amount of all activities each meeting.

3. Finding

This chapter consists of research result of study, the result of the implementation Picture-KWL technique to improve reading comprehension ability of the first grade students of SMA Muhammadiyah 1 Jakarta.

This stage explained the research findings based on the implementing Picture - KWL technique in improving the students' reading comprehension ability. The first step was done by researcher in preparation all the learning plans which supported the implementation of this Quasi Experimental Class and control class. The result of students' observation data in the learning process was analyzed through analysis qualitative data and the data of students' learning result in pre-test and post-test was analyzed through quantitative analysis in descriptive statistic. The data were average score and percentage, median, frequency, the highest score percentage and the lowest score which were analyzed through Independent T-Test by SPSS version 16. Questionnaires that used were 10 statements and 5 linkert scales to know the students perception in implementation of Picture - KWL in teaching reading.

3.1.The Classification of Students' Pretest and Posttest Scores in Experimental Class

Table 1. the rate percentage of score experimental class in pretest

No	Classification	Score	Frequency	Percentage
1	Very Good	91- 100	2	8 %
2	Good	70 – 90	8	32 %
3	Fair	50 – 69	13	52 %
4	Poor	30 – 49	2	8 %
5	Very Poor	29 – 0	0	0 %
Total			25	100 %

Table 1 above shows the rate percentage of score of experimental class in pretest from 25 students, there were 2 (8%) students have very good and have poor score, 8 (32%) students have good score, 13 (52%) students have fair score, and none of the students have very poor score.

Table 2. The rate percentage of score experimental class in posttest

No	Classification	Score	Frequency	Percentage
1	Very Good	91- 100	6	24 %
2	Good	70 – 90	18	72 %
3	Fair	50 – 69	1	4 %
4	Poor	30 – 49	0	0 %
5	Very Poor	29 - 0	0	0 %
Total			25	100 %

The table 2 above shows that there were 6 (24%) students have very good score, 18 (72%) students have good score, 1 (4%) students have fair score, none of the students have poor and none of the students have very poor score.

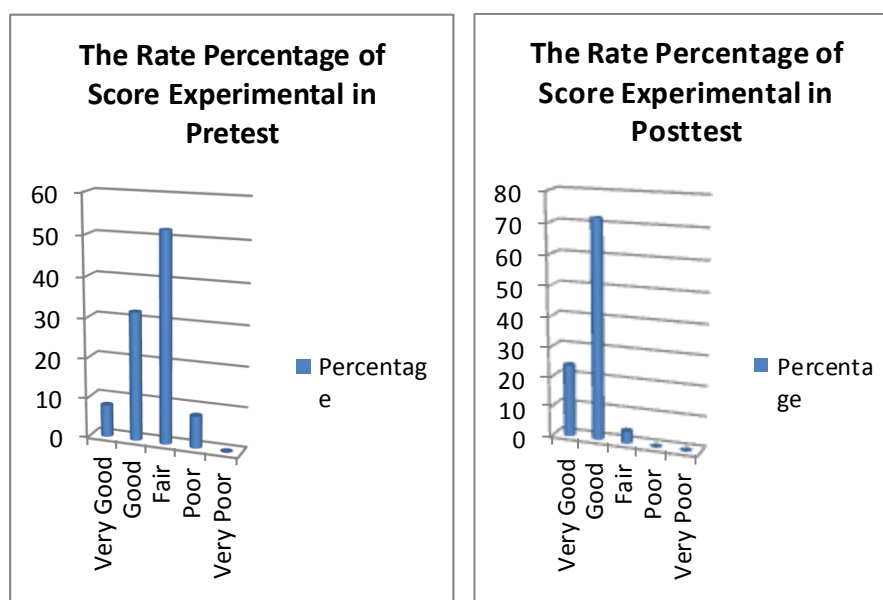


Figure1. Chart 4.1 and Chart 4.2

Based on the chart above, it shows that the pretest and the posttest score of the students in experimental class improved after implementation of Picture – KWL technique. It is proved by the data that 24% students have very well and 72 % students have good in reading test. From this result, it could be declared that the students' reading comprehension have been improved by Picture – KWL Technique. It was successful to improve students' reading comprehension.

3.2. The Classification of Students' Pretest and Posttest Scores in Control Class

Table 3 the rate percentage of score controlled class in pretest

No	Classification	Score	Frequency	Percentage
1	Very Good	91- 100	0	0 %
2	Good	70 – 90	11	44%
3	Fair	50 – 69	8	32 %
4	Poor	30 – 49	6	24 %
5	Very Poor	29 - 0	0	0 %
Total			25	100 %

The table 3 shows that none of the students have very good score. There were 11 (44%) students who have good score, 7 (32 %) students got fair score. 6 (24 %) have poor score, and none of the students have very poor score.

Table 4. the rate percentage of score control class in posttest

No	Classification	Score	Frequency	Percentage
1	Very Good	91- 100	0	0 %
2	Good	70 – 90	11	44 %
3	Fair	50 – 69	8	32 %
4	Poor	30 – 49	6	24 %
5	Very Poor	0- 29	0	0
Total			25	100 %

The table 4.6 above shows that none of the students got very good score, 11 (44 %) student got good, 7 (32 %) students got fair score, 6 (24 %) students got poor score, and none of the students acquired very poor score.

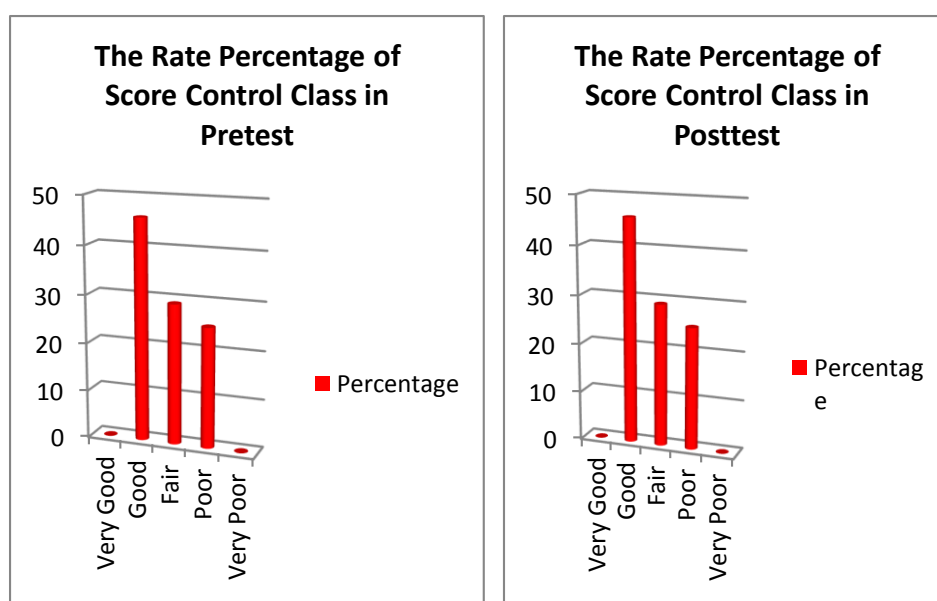


Figure2. Chart 4.2 and chart 4.3

Based on the chart above, it shows that the pretest and posttest score of the students in control class were still same. It is proved by the data that none of the students got very good in reading test. From this result, it could be declared that the implementation of the treatment was not success. Accordingly, it needed suitable technique to help students in improving their reading comprehension. Conventional technique was not running well in teaching reading comprehension because the score of the students before and after implementation were not changing.

3.3. The mean score and standard deviation of experimental class and control class in pretest and posttest

Table 4.7. The mean score and standard deviation of experimental class and control class in pretest.

Class	Mean Score	Standard Deviation
Experimental	67.24	14.67
Control	65.28	16.14

The table above shows that the mean score of experimental class in pretest was (67.24) and standard deviation of experimental class was (14.67), while the mean score of control class in posttest was (65.28) and its standard deviation was (16.14). It means that the mean score of experimental class are almost equal with mean score of control class. It is directly stated that the ability of students in experimental class and students in control class were equal before the implementation of the treatment.

Table 4.8. The mean score and standard deviation of experimental class and control class in posttest.

Class	Mean Score	Standard Deviation
Experimental	82.48	8.20
Control	65.48	16.10

The table above shows that, the mean score of experimental class in posttest was (82.48) and standard deviation of experimental class was (8.201), while the mean score of control class in posttest was (65.48) and its standard deviation was (16.10). It means that, the mean score of experimental class higher than the mean score of control class. It is directly stated that the means of experimental and control class are different.

2. Statistical Hypothesis Testing

Table 4.9 Independent Sample T- Test for Pre – Test of Students' achievement.

Variable	N	Mean	df	t-Value	P
Experimental Class	25	67.24	48	.449	.467
Control Class	25	65.28			

The independent sample t-test was used to measure the mean scores difference between achievement scores of control and experimental class on pretest. Table 1 show that there is no significant difference between the two groups. It means that both groups were on equal level of achievement before intervention.

Table 4.10 Independent Sample T- Test for Post – Test of Students' achievement.

Variable	N	Mean	df	t-Value	Sig
Experimental Class	25	82.48	48	4.703	.000
Control Class	25	65.548			

$$P < 0.05$$

The independent sample t-test was used to measure the mean scores difference between achievement scores of control and experimental class on pretest. Table 4.9 shows that there is significant difference between the two groups. In other words, the means of the two groups are significantly different after implementation of the treatment.

The result of the t-test statistical analysis shows that there was significant difference between the experimental classes who got treatment by using Picture-KWL with control class who got conventional treatment. . The statement was proved by the t-test value (4.703) which higher than t-table value (2.021), at the level significance 0.05 and df (the degree of freedom) = 48. The significance value of means in both groups for equal variances assumed is 0.000. It is more than level of significance 0.05 ($0.000 < 0.05$). It means that the null hypothesis (HO) was rejected and alternative hypothesis (H1) was accepted.

4. Discussion

The discussion deals with the interpretation of the findings derived from the statistical analysis. The description of the data collected through the test as explained in the previous section shows that the students' reading comprehension was improved in experimental class while the students' reading comprehension was not improved in control class.

It supported by the data in the findings. The mean score of the students' post-test of experimental class was higher (82.48) than the mean score of the students' post-test of control class was (65.50). The significance value of means in both groups for equal variances assumed is 0.000. It is more than level of significance 0.05 ($0.000 < 0.05$). Therefore, the (H_0) null hypothesis was rejected while the (H_1) hypothesis was accepted. It means that there was significant difference between reading comprehension of students who were taught by applying Picture – KWL technique and those with conventional technique.

Based on the data above, it shows the contrast achievement between experimental class and control class. There is crucial factor that influence of the students achievement in both classes. The factor came from the technique that implied in both classes. Which experimental class was administered Picture-KWL technique, Control class was employed conventional technique.

In Experimental Class, The researcher implemented Picture-KWL technique that was proved in improving students' achievement because the students could be motivated and interested to study by it. The interest of the students came from the picture that the researcher applied in reading. Picture is one of the media that may help students comprehend the point of the passage before they read the text. Further, some researchers believed that the picture provide some new source of information. The picture illustrates the slot of the text that makes the students comprehend the text even the students have not read the text before.

In order to enhance motivation of students to learn enjoyable in reading class, the researcher provided one media to be used in this research is picture. Education experiences that involve the learner physically and give concrete examples are detained longer than abstract experiences such as listening to a lecture. Instructional media help to add elements of reality. She further states that picture can be used to carry one of more of the following instructional activities. Further, Picture enhances retention of the students. Instructional picture help students visualize a lesson and transfer abstract concepts into concrete, easier to remember object.

For completing picture as media in improving students' reading comprehension, the researcher added KWL technique. KWL technique is a good technique to improve students' reading comprehension. According to Ogle (1986) students activate their own personal background knowledge , predict about information they expect to find in the reading material , and take notes related to the information gained . Moreover, Strickland and mandel (2000:145) stated that KWL can engage students in making personal connation between the text and prior knowledge, support the development of higher level thinking skills. In addition, Hana et al (2015) stated that KWL technique has some benefits. It encouraged students to read actively through the learning. The students directed to activate their background knowledge related to the text, provided students with opportunity to brainstorming. It improved students' motivation to read since. Accordingly, combining Picture –KWL was successful in improving students' reading comprehension

because it improved students' motivation, interest, progress, achievement in reading comprehension.

The improvement of the students in reading comprehension in experimental class did not occur in control class. Based on the finding, the achievement of the students in control class was very low. The problem came from the technique that the researcher implemented in the control class. The technique that used in control class, it was conventional technique or traditional technique. The technique did not give positive effect to the students in reading comprehension. Instead it made the students unmotivated and uninterested in reading class. According to Teale (2003:117) the traditional technique emphasized phonemic awareness, phonic and alphabetic knowledge. The description below presented teachers' reflection of teaching beginning reading using conventional technique by first using extra-large sentence and text. Furthermore, the conventional technique has been used without being challenged until fairly recently thus it made students bored in learning without having anything from reading. As a matter of fact, Students need guidance in comprehending the each text even the students could not understand each word in a text. Whereas, the conventional technique did not provide the way in comprehending a text, it could not help the students in reading skill. Therefore, Conventional technique was not effective to improve students' reading comprehension.

Accordingly, Picture – KWL technique was considered successful in this research. It is one of techniques that is found in this research with elaboration of media and technique in cooperative learning approach by the researcher. In general, according to Latuheru (in Sa'diyah, 2009) the use of instructional media can give rise to certain advantages in the teaching –learning process: (1) attracting and increasing students 'attention- (2) helping to cope with the differences of the students' experience due to differences in their social and economic backgrounds; (3) providing learning experience that may be difficult to get in any other way; (4) helping arrange the experience the students acquire systematically to promote their cognitive development; (5) helping develop students' ability to do self-learning based on their experience and facts they learn; (6) decreasing verbalism (using verbal language whether oral or written) in the learning process. Therefore, the media play positive role in implementing with KWL technique. It is the newest combination media and technique in increasing students' reading comprehension. In addition, It focused on improving students' social relation, motivation, interest, happiness in reading skill because by all things the students enjoy in reading even the students could not attract in the subject before. By this technique, the respond of the students shows positively through the questionnaire, and the progress of the students shows improvement through observation sheet. Therefore, Picture-KWL technique is strongly recommended to be used in teaching reading.

5. Conclusion

Based on the result of the data analysis, research findings and discussion in the previous chapter, the researcher comes to the following conclusion. It could be said that the result of data analysis using descriptive statistic shows that there is significance difference between the achievements of the students after taught through Picture-KWL technique which their achievement improved. Picture- KWL is an interesting technique in teaching reading comprehension because through the technique the students got motivation in reading and they comprehended easily in reading text thus automatically the students got many benefits such as getting much information, improving vocabulary, improving knowledge and getting many pleasure. It could make the students easy,

enjoyable, fun and relax in reading comprehension. These statements could be proved from their mean score of experimental class in pretest (67.24) higher than their mean score in posttest (82.48). Moreover it was supported by students' respond in questionnaire and by students' observation of activities that improved in every meeting.

Accordingly, the students were active and motivated in their learning process. While through conventional technique could not improve students' reading comprehension. That statement could be supported by the achievement of the students in pretest and posttest in control class. To sum up, Picture- KWL could improve the students' reading comprehension at the first grade of SMA Muhammadiyah 1 Jakarta.

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